



# Artist Project Dossier

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**PREPARED FOR**

**Bryn Mawr College**  
**The ARCH Project (Art Remediating Campus Histories)**  
Campus Public Artwork – Open Call for Ideas

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**PREPARED BY**

**Monument Lab**  
September 29, 2022

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## 1. About the *ARCH Project*

Bryn Mawr College (BMC) is engaging Monument Lab (ML) on a five-year collaboration to design a process for commissioning a lasting campus public artwork that responds to the legacy of exclusionary practices at the College. Titled, the *ARCH Project* (Art Remediating Campus Histories), this process is informed by engaged campus research that seeks to reckon with, dismantle, and reimagine narratives of the College's history in order to help offer an artistic and reparative vision for its future. This vital work builds on previous and ongoing, College-supported efforts by students, staff, alumni, and faculty to reveal and repair harm, ensuring an honest reckoning with Bryn Mawr College's history and a clear-sighted look at the way to a future of inclusion and reconciliation.

As part of this process, this past academic year (2021-2022), the College hired a cohort of student researchers to work with Monument Lab to extend an open question to the campus community: ***What stories are missing from Bryn Mawr College?***

As the multi-year process moves toward artistic engagement, this dossier is meant to provide a layered snapshot of the campus, to offer baseline research for artistic inquiries, and a roadmap for ongoing storytelling and engagement.

## 2. Artist Selection Process

On behalf of the College, Monument Lab and a circle of campus collaborators have extended an open call to artists to propose a lasting campus public artwork in response to the question, ***What stories are missing from Bryn Mawr College?*** In response to this call, interested artists are invited to submit a statement of interest along with a work sample and resume through an online form, due November 8, 2022, if they would like to be considered for the project. Upon receipt of artist submissions, the project's Artist Advisory Group will select 5 artists to submit final proposals. These finalists will be named by December 8, 2022 and invited to campus for an optional site visit in January 2023. The artists will then be asked to submit a final proposal by early March 2023. In late March 2023, artists will be invited to share their proposals with the College community publicly through in-person presentations. Informed by community feedback, the Curatorial Advisory Committee's decision-making process will result in a final recommendation that will be delivered to the College's Board of Trustees. Based on the Committee's recommendation, the Board will make a final decision by late April 2023.

### **3. Bryn Mawr College Mission Statement**

*Reprinted from Bryn Mawr College's website, updated in 2022*

Bryn Mawr College educates students to the highest standard of excellence to prepare them for lives of purpose. The College's rigorous liberal arts curriculum and distinguished graduate programs foster a thirst for knowledge, open inquiry, global perspectives, civic engagement, and innovation through study across the arts, humanities, sciences, and social sciences. A world-class faculty of teacher-scholars, a talented staff, and a tight-knit student body cultivate intellectual curiosity, independence, personal integrity, and resilience in a community of passionate, joyful learners.

As a residential women's college at the undergraduate level, and through coeducational graduate programs in arts and sciences, in social work, and in post-baccalaureate premedical training, Bryn Mawr is committed to women's education and empowerment, to gender equity, and to supporting all students who choose to pursue their studies here.

Equity and inclusion serve as the engine for excellence and innovation. A commitment to racial justice and to equity across all aspects of diversity propels our students, faculty, and staff to reflect upon and work to build fair, open and welcoming institutional structures, values, and culture.

Emerging from their Bryn Mawr experience equipped with powerful tools and with a deeper understanding of the world and each other, our graduates define success on their own terms and lift up others as they make a meaningful difference in the world.

## 4. Bryn Mawr College History

*Reprinted from Bryn Mawr College's website, updated in 2022*

Established in 1885, Bryn Mawr College was founded to offer a more rigorous education than any then available to women. Like many projects of late 19th century Progressive thinkers, this bold vision embodied emancipatory potential and deep contradictions.

Its principal architect was the College's first dean and second president, M. Carey Thomas, who became an influential national advocate for women's advancement. Like some who were part of the Progressive Movement, however, Thomas embraced and contributed to the eugenics movement, and her vision for Bryn Mawr and for women excluded African Americans and reflected ethnic and anti-Semitic bias. The College continues to grapple with this complex legacy and the harms that resulted, and has made advancing equity and inclusion central to its mission and its vision of institutional excellence.

From its founding, Bryn Mawr has prized superb teaching and research. The College offered undergraduate and graduate degrees from the outset, and was the first women's college to offer the Ph.D. Bryn Mawr's undergraduate and graduate programs became widely viewed as models of academic excellence, helping to elevate higher education standards nationwide.

While the College has been non-denominational for most of its history, Bryn Mawr was founded by members of the Religious Society of Friends ("Quakers"). Its Quaker legacy can be traced in the costly, principled stands President Katherine McBride took on behalf of freedom of belief and conscience during the McCarthy era and again in the late 1950s and during the Vietnam War, at times costing the College government financial aid funds. The College's commitment to social justice has also found myriad forms of expression on campus, including in the 1914 founding of its Graduate School of Social Work and Social Research, one of the first in the United States, and the deep engagement of many current students in community service and with social justice issues.

Respect for students' capacity to direct their own lives has always been an integral part of Bryn Mawr, which was the first college in the country to approve a student self-government association (1891). For more than 125 years, students have taken a large measure of responsibility for managing residential life and upholding standards of academic integrity through the College's Honor Code, which many alumnae describe as a lifelong touchstone for professional and personal integrity.

The traditions of high expectations, academic excellence, civic engagement, and ethical commitment remain at the core of Bryn Mawr's identity, expressed today through innovative academic programs and approaches to learning and among students and alumnae/i who pursue lives of purpose in all fields of endeavor. Our graduates include Emily Balch 1889, who received the Nobel Peace Prize in 1946; Ume Tsuda 1894, founder of the first women's college in Japan; Enid Cook '31, a distinguished microbiologist and the first African American graduate of Bryn Mawr; seven recipients of MacArthur Fellowships; the first women presidents of the University of Chicago and Harvard University; recipients of Pulitzer Prizes; members of the National Academies of Science; one of Forbes Magazine's ten most powerful women in the world; and many leaders in business, government, and nonprofit organizations.

## 5. Monument Lab Campus Research – Engagement Report

### Summary: Key Themes

To guide year one’s research, Monument Lab and a cohort of student researchers asked the campus community “What stories are missing from Bryn Mawr College?” In-person campus engagement events yielded 300 hand drawn responses to this central question. In analysis of these responses, several strong themes emerged as significant for artistic engagement and further inquiry. These key themes were arrived at through close study and consideration of the full collection of engagement forms by multiple Monument Lab team members and their subsequent discussions.

#### **Evolving Campus Architecture and Spaces of Belonging**

*How to build and nourish spaces for new narratives amidst a campus largely defined by mighty stone architecture?*

#### **Advancing Acknowledgement of Tunnels and their Role on Campus**

*How to intentionally call attention to the history and enduring presence of passageways originally built to conceal the presence of Black servants, maids, and porters?*

#### **Commemorating Support Staff Past and Present**

*How to more fully incorporate staff into campus public memory, in both honorific and collaborative ways?*

#### **Marking the Legacy of the 2020 Strike**


*How to summon legacies of student activism on campus, especially through 2020’s strike, into physical recognition on campus?*

#### **Healing the Psychic Wounds of the Perry House/Perry Garden**

*How to embrace intergenerational stories of care and resistance on campus for students/staff/faculty of color as central to the campus’ narrative?*

## Methodology

- ① question
- ② gather
- ③ transcribe + analyze
- ④ reflect

 **Monument  
Lab**

WHAT STORIES ARE MISSING  
FROM BRYN MAWR COLLEGE?

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NAME YOUR MAP:

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SKETCH/DESCRIBE A MAP OF BRYN MAWR COLLEGE'S CAMPUS:  
MARK SIGNIFICANT SITES (CURRENT, POTENTIAL, HISTORICAL, AND/OR ERASED)  
MAP FROM ANY PERSPECTIVE AND AT ANY SCALE

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DESCRIBE YOUR MAP:  
WHAT DID YOU CHOOSE TO MARK AND WHY?

---

HOW DO YOU IDENTIFY? (OPTIONAL):

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WHAT IS YOUR BRYN MAWR AFFILIATION? (OPTIONAL):      STUDENT / STAFF / FACULTY / ALUM  
CIRCLE ALL THAT APPLY

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monumentlab.com      RESEARCH ID (INTERNAL USE):  
\_\_\_\_\_



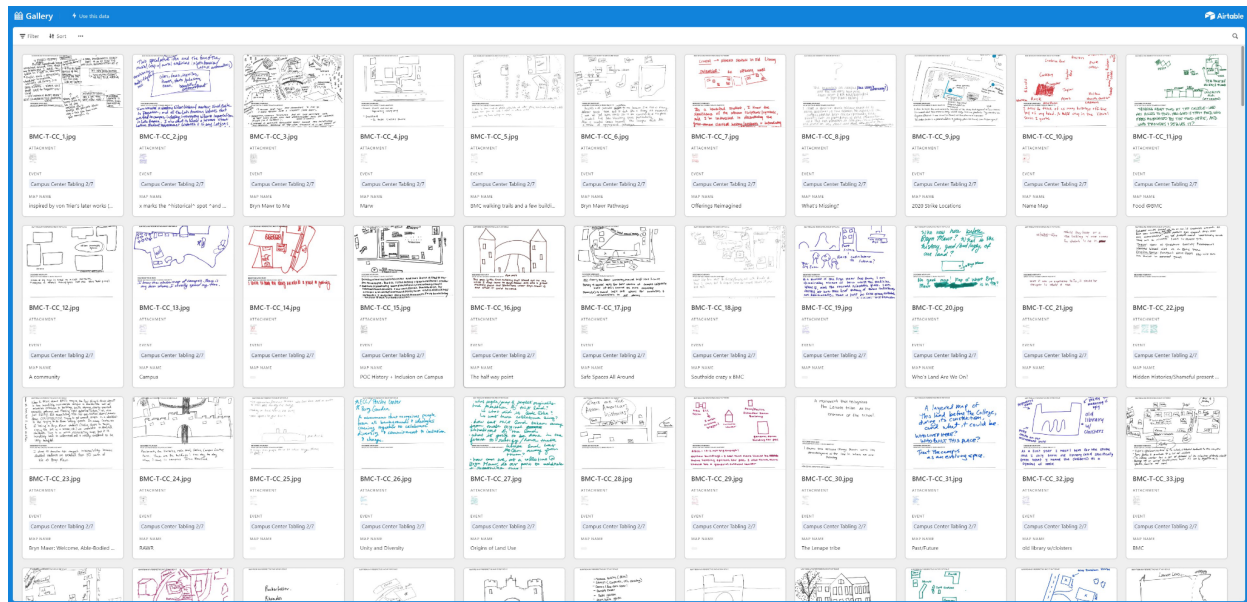
## **Question**

During the 2021-2022 academic year, Monument Lab posed a central research and engagement question to the campus to guide the project: *What stories are missing from Bryn Mawr College?* Rather than seeking a single “winning” response to guide the future commission, we sought to enact a broad collective and creative mapping of the campus across time. The central question aimed to serve the reckoning with, dismantling, and reimagining of narratives of campus history that may offer an artistic and reparative vision for its future. We arrived at this question in order to anticipate grounding the invitation to an artist with a project dossier that reflected a multitude of campus voices – and a campus that was dynamic and open to interpretation.

## **Gather**

Bryn Mawr College hired a cohort of student researchers to work with Monument Lab to extend the research question to the campus community. This process utilized Monument Lab’s practiced paper engagement form methodology for participatory research projects and adapted it with our partners at Bryn Mawr to fit the scope of their inquiry. (For more on Monument Lab’s methodology, please see “On Paperwork” from our [Reflecting Authority](#) project.) During an Engagement Week in February 2022, the student research cohort facilitated on-campus events in which BMC’s students, staff, faculty, and alums were invited to respond to the research question through paper engagement forms that asked respondents to map the campus according to their own perspectives and experiences. Respondents could draw, sketch, and/or describe their maps. The prompt was intentionally open-ended.

As part of Monument Lab’s approach, it was important to ask questions about the campus within the public spaces of the College. In line with one of our studio’s core values, this process mattered as much as the outcome—it was not just about the finished forms, but also the connections and conversations sparked through engaging the question together in public. “Through tabling and communicating the goals of the project with other members of the community, I was happy to see how excited people were to share their ideas and stories toward creating a more inclusive campus,” one of the student researchers shared of the engagement experience.



Airtable Gallery view.

## Transcribe + Analyze

After the Engagement Week events, with the assistance of Bryn Mawr College's Library and Monument Lab, the student research cohort digitally transcribed and coded the forms. This meant delineating unique features identified and modes of storytelling employed by respondents through this mapping as well as synthesizing insights gleaned from each and every form. From our initial reflections and analysis, we have witnessed a composite mapping of the campus that highlights its layered multiplicity—places of trauma and transformation, erasure and memory-keeping, individuality and collectivity all exist simultaneously.

While the engagement forms were Monument Lab's primary mode of research collection, our findings are also informed by what the student team saw in the process of collecting research. Each paper engagement form was manually transcribed into an Airtable by one of our team members and checked by another, creating an individual digital record for each form linked to the scanned original document. We transcribed all map text (map name, map description, identification field contents, and any additional text) into the Airtable, where a search bar made all text searchable across records. Beyond record identification number and collection event, the maps were further organized by tags for feature type (artwork, college/university, group, named building, miscellaneous, neighborhood, notable figure, notable site, office, other places, park space, path, personal site, social movement, street, traditions, unnamed building, or vehicle), feature name (i.e. building or place name); feature status (marked/current, current groups potential/imaginary, erased/demolished, or none); and participant status (student, staff, alums, and/or faculty). This system of tags allowed for efficient quantification by selected inventories. All records are weighted equally (one to one).

ID	File Name	Location	Description	Tags
1	BMC-1-01.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
2	BMC-1-02.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
3	BMC-1-03.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
4	BMC-1-04.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
5	BMC-1-05.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
6	BMC-1-06.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
7	BMC-1-07.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
8	BMC-1-08.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
9	BMC-1-09.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
10	BMC-1-10.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
11	BMC-1-11.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
12	BMC-1-12.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
13	BMC-1-13.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
14	BMC-1-14.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
15	BMC-1-15.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
16	BMC-1-16.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
17	BMC-1-17.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
18	BMC-1-18.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
19	BMC-1-19.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
20	BMC-1-20.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
21	BMC-1-21.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
22	BMC-1-22.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
23	BMC-1-23.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
24	BMC-1-24.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
25	BMC-1-25.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
26	BMC-1-26.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
27	BMC-1-27.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
28	BMC-1-28.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
29	BMC-1-29.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
30	BMC-1-30.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
31	BMC-1-31.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
32	BMC-1-32.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
33	BMC-1-33.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
34	BMC-1-34.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
35	BMC-1-35.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
36	BMC-1-36.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
37	BMC-1-37.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
38	BMC-1-38.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
39	BMC-1-39.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
40	BMC-1-40.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
41	BMC-1-41.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
42	BMC-1-42.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
43	BMC-1-43.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
44	BMC-1-44.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof
45	BMC-1-45.jpg	Campus Center Building	Imagined one story house - international student	Building Center, Brown, Park, Eickhof

Airtable Records view.

# Reflect

“Any historical narrative is a bundle of silences.”  
—Michel-Rolph Trouillot

As reflected in the central question at the heart of this study, while we gathered overview findings of how the campus was mapped, we were just as drawn to how missing stories, sites, and narratives were engaged. Each map in its own sense may hold vital information – the larger key was to read them as a dataset to see how patterns and themes did or did not emerge across them. And likewise, how the maps did or did not relate to our ongoing conversations with students, staff, faculty, and alums.

Through this process, we sought to reveal and engage silences and gaps in the narrative. In analyzing this kind of collective knowledge—crowd-sourced, varied, personal, and reflective of individual experience we highlight the oft-unquestioned falsehood that data is neutral and without messiness. Throughout the process of analysis, we used the central research question and the myriad conversations, exchanges, and moments of dialogue around it to begin a longer-term process of reflecting on our findings.

## Overview Reflections

# 303

BMC community members made maps (out of a total campus population of 2496). That's 12% participation.

# 56

BMC alumni filled out engagement forms online.

# 156

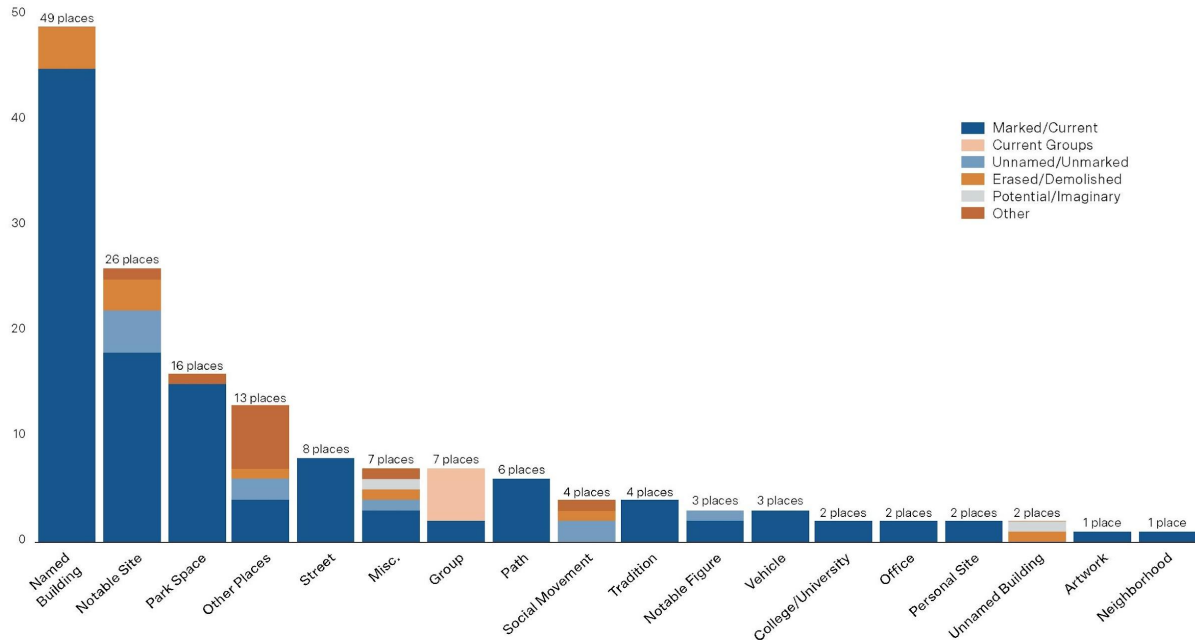
unique sites mapped

These 44 sites appeared on more than 10 maps  
(ordered by frequency)

Old Library	Health and Wellness Center
Taylor Hall	Schwartz Gymnasium
Erdman (General)	Perry Garden
Campus Center	Perry House
Park Science	Athletic Field
Canaday Library	New Dorm Dining Hall (formerly Haffner)
Merion	Cloisters
New Dorm (Dorm)	Guild
Senior Row	English House
Dalton Hall	Rockefeller Arch/"Rock Arch"
Pembroke/McBride Arch	Taft Garden
Denbigh Hall	Cambrian Row
Pembroke West	Wyndham
Rockefeller Hall ("Rock")	Merion Green
Pembroke East	Pond/Lake
Enid Cook Center (ECC)	Arnecliffe
Rhoads Dorms (North and South)	Merion Avenue
Carpenter Library	Old Pensby Center
Radnor Hall	Blue Bus/Stop
Brecon and Backyard	Russian House
Collective Pembroke Dorms	Tunnels
Goodhart/Goodhart Arches	Trees

# 18

types of sites mapped



# 181

mapmakers responded to “how do you identify?”

selections from Identification field:

HOW DO YOU IDENTIFY? (OPTIONAL): **NON-BINARY, Black student**

HOW DO YOU IDENTIFY? (OPTIONAL): **INTERNATIONAL STUDENT**

HOW DO YOU IDENTIFY? (OPTIONAL): **MIXED RACE, TRANS, QUEER**

HOW DO YOU IDENTIFY? (OPTIONAL): **Latinx / Mexican-American**

HOW DO YOU IDENTIFY? (OPTIONAL): **Staff**

HOW DO YOU IDENTIFY? (OPTIONAL): **any person :)**

HOW DO YOU IDENTIFY? (OPTIONAL): **Asian American**

HOW DO YOU IDENTIFY? (OPTIONAL): **Hispanic/white**

HOW DO YOU IDENTIFY? (OPTIONAL): **Indigenous Latinx**

HOW DO YOU IDENTIFY? (OPTIONAL): **I'm a smart autistic Italian-American lesbian who can't drive (she/her)**

HOW DO YOU IDENTIFY? (OPTIONAL): **Black, Haitian-American, ~~Black, Haitian-American~~**

and

HOW DO YOU IDENTIFY? (OPTIONAL): **white, queer student**

HOW DO YOU IDENTIFY? (OPTIONAL): **Transmasc Nonbinary**

HOW DO YOU IDENTIFY? (OPTIONAL): **Black QUEER CIS WOMAN**


HOW DO YOU IDENTIFY? (OPTIONAL): **Cis, queer, white woman**

HOW DO YOU IDENTIFY? (OPTIONAL): **S ASIAN / FEMALE / INTERNATIONAL student**

HOW DO YOU IDENTIFY? (OPTIONAL): **she/her Latinx**

HOW DO YOU IDENTIFY? (OPTIONAL): **Female (but a little butch :))**

## Staff & Alum Engagement and Interviews

 **Monument Lab**

**Bryn Mawr College x Monument Lab – Alum Engagement Form**

Bryn Mawr College is engaging Monument Lab, an independent nonprofit public art and history studio, on a multi-year collaboration to design a process for commissioning a campus public artwork that responds to the legacy of exclusionary practices at the College.

A central question guides the project: What stories are missing from Bryn Mawr College's campus?

On campus, our student research team is engaging fellow students, staff, faculty, and alums around this research question. We invite you to respond to this prompt regardless of your proximity to campus. There are no wrong answers. Your own experiences and ideas should lead your responses.

Please complete by March 15, 2022.

What stories are missing from Bryn Mawr College? \*

Describe stories based on significant sites (current, historical, potential, and/or erased)

Is there any other information you would like to share with Monument Lab and our partner at BMC?

How do you identify?  
(optional)

What is your Bryn Mawr affiliation? \*

Select an option

Name  
(optional)

Email Address  
(optional)

Submit

While the project prioritized the engagement of the current campus community, the research question was extended to off-campus alums through an adapted survey online due to challenges in distributing forms for hand-drawn engagement. 56 alums submitted responses. Monument Lab did not analyze these responses to the same extent as the 303 campus community engagement forms, but several noteworthy themes emerged. In general, alums' responses that directly engaged the question of missing stories echoed those of current campus community members, centering on the importance of BMC staff and the experiences of students and staff that were people of color, queer, trans, international, and/or Jewish. Notably, alums mentioned wealth disparity and economic privilege as prominent lines of exclusion. Additionally, alums brought up career opportunities lost due to having children or

being discouraged from certain fields. Perhaps predictably, on the whole, these responses were less connected to specific campus spaces and more generally focused on experiences and histories. Eight respondents stated their opposition to this project and/or the politics of grappling with exclusion.

Over the course of two weeks in spring 2022, the Monument Lab's student research cohort conducted seven interviews with Bryn Mawr College staff, faculty, and alums. The interviews were designed to be conversational, inviting the interviewees to share autobiographical information about their individual backgrounds, how they came to Bryn Mawr, and open-ended reflections on and memories of their time at Bryn Mawr in terms of relationships, experiences, and the physical space of the campus. After transcribing, analyzing, and discussing the seven interviews, Monument Lab arrived at seven prominent throughlines:

- Positive, long-term work experiences are shared by many Bryn Mawr College staff.
- Staff have a long vision and understanding of Bryn Mawr that some feel may not always be visible to students.
- Relationships are central to the Bryn Mawr experience for staff and students alike.
- Relationships with staff are vital for student support, care, and well-being.
- Staff are the community's lifeline, and students worry for them.
- Students of color experience Bryn Mawr differently than the majority.
- Students and alums want to know about who came before them, particularly those from outside of the majority.

## **Conclusion**

At the conclusion of the first full year of the collaboration between Bryn Mawr College and Monument Lab, we look at the processes and reflections presented in this report as touchstones to continue thinking, planning, and refining work ahead. "What stories are missing from Bryn Mawr College?" proved to be a potent starting point for an exploratory deep dive into the College's past, present, and future as understood, experienced, carried, and envisioned by its community members. This participatory research collection process has resulted in a body of deep, collective knowledge of campus history. Composed of a multitude of campus voices, it creates the foundation of a comprehensive artist dossier that we believe will be essential to artists' understanding of Bryn Mawr College and the process of reflecting on the ways a lasting campus public artwork may function as part of a constellation of interventions and actions by the College in order to take accountability for its institutional history and move forward with a new chapter in its history.

## **6. Campus Public Artwork Sites of Interest**

The following are the recommended sites of interest that Monument Lab has identified on campus for potential public artwork opportunities.

### **a. Outside of Old Library**

Immediately off the primary campus artery that runs under the Pembroke Arch (primary campus entry point) and between Old Library, Taylor Hall (administrative building), and Pembroke (dormitories), the lawn outside Old Library is a central and well-used campus green space.

### **b. Old Library**

Surrounded by academic, residential, and administrative buildings, the Old Library building is at the heart of campus and is a National Historic Landmark. Previously named M. Carey Thomas Library, Old Library was officially renamed in 2018 in response to BMC's reckoning with Thomas' racist and anti-Semitic legacy. Though the library was renamed, M. Carey Thomas' name is still carved over the entrance.

### **c. The Tunnels**

Beneath Old Library, which was constructed between 1904 and 1907, there is a network of tunnels that were designed to conceal the presence of the Black servants, maids, and porters that tended to the campus buildings and their inhabitants. Black staff was meant to be kept out of sight from the white students and faculty. Today, the tunnels are discussed as part of the Black at Bryn Mawr tour, but, as an underground space, are not visible to the daily users of the building.

### **d. The Cloisters**

The Cloisters are the courtyard and arcade at the center of Old Library. There are official and unofficial campus rituals associated with this space, which has a fountain at the center. The cremated remains of M. Carey Thomas (principal architect, first dean, and second president of the college) and Emmy Noether (Jewish mathematician who taught at BMC beginning in 1933) are interred here.

### **e. Perry House/Perry Garden**

Along the outskirts of campus, Perry Garden sits on the site of the former Perry House. In 1972, in response to protests led by Black students, the building was designated as a Black Cultural Center and residence. It was home to African American, African, Caribbean, and Latinx student organizations and communities until its 2013 demolition.

## **6. Appendix**



## **Bryn Mawr College DEIA Priorities and Action, 2013-2022**

The history of student activism to advance racial justice at Bryn Mawr dates back to the 1960s; a timeline of protests and institutional change appeared in the [Winter 2021 Alumnae Bulletin](#).

The current sustained period of broad and deep inquiry and change can be dated to the late summer/ fall of 2013, a time when the murders of Black people in Ferguson, Missouri, Staten Island, NY, and Cleveland, OH led to the formation of the Black Lives Matter movement and its embrace by many on Bryn Mawr's campus, and when, nearly simultaneously, two Bryn Mawr undergraduates hung a Confederate flag outside their dorm room and resisted removing it with the claim it represented pride in their Southern heritage. This confluence of events created deep anguish and protests on campus, generated new interest in and inquiries into the place of race and racism in institutional history, and launched a period of significant institutional self-examination and investments in change.

Over the past nine years, progress toward creating a more inclusive campus community has been forged through activism and dialogue. Rooted in this inspiration and collaboration, the College prioritized six broad areas for action to address institutional racism and other forms of systematic disparity, and to advance inclusion, equity, and access. Highlights of changes and new initiatives include:

### **1. Increasing support and services for students**

- Created the Enid Cook '31 Center as a residence and program space for Black and Latinx students (2015). The College had allowed Perry House, the previous Black Cultural Center and residence, to fall into disrepair.
- Hired additional staff at the Pensby Center for Community Development and Inclusion, including an Assistant Dean for Intercultural Engagement (advisor to the Enid Cook '31 Center and multicultural student groups), an Assistant Dean for Student Support and Belonging (focus on first-generation, low-income and undocu+ student success), an Interfaith Chaplain, two residential life coordinators, and additional administrative support (2019-present)
- Offered institutional support for [Breaking Barriers](#), a program for first-generation, limited-income college-goers, initially developed by a student with the support of a Pensby Center internship (2019-present)
- Built a new consolidated Student Life and Wellness Center to help bolster community-building and student wellness. The Center houses counseling services, religious life, physical and mental health services, Career and Civic Engagement, and Bryn Mawr's inclusion and community development work (2022)
- Increased student mental health staffing and services (2019, 2020, 2021)
- Increased staff for Access Services (2022) and Assistive Technology (2019); continuing work to adopt Universal Design principles across the curriculum (ongoing)
- Eliminated loans in financial aid packages for students from low-income families, reduced loan expectations for all students receiving need-based financial aid, and reduced summer savings expectations for all (2019-2022)

- Increased student wages by 10% (2022).

## **2. Revising faculty hiring practices to build a more diverse faculty**

- Significantly increased the proportion of tenured and tenure-track faculty who identify as nonwhite from 2013 (18.3%) to 2021 (29.7%); 8.7% of faculty identify as African American, 7% as Latinx, 11% as Asian American, and 3% as multiracial
- Implemented new hiring protocols to ensure more diverse applicant pools and to document diversity protocols during faculty searches; instituted required diversity, equity, and inclusion statement for all candidates for faculty positions (2015)
- Instituted recognition of faculty course releases for work to mentor BIPOC students or advance anti-racist teaching or service (2021)
- Increased proportion of continuing faculty who identify as women in several traditionally underrepresented fields and departments, to levels that exceed national averages, including Biology (62%), Chemistry (60%), Math (50%), Geology (40%), Physics (43%), and Computer Science (50%).

## **3. Enacting equity in staff policies and increasing recognition of staff contributions**

- Created new staff hiring handbook requiring new practices to build more diverse applicant pools and address implicit bias in the applicant review process
- Created Senior Staff Awards, given three times/ year, to recognize exceptional staff contributions to the College
- Achieved a base \$15/ hour minimum wage for full-time staff (date). Gave a \$2,000 bonus to all full-time staff (2021). Instituted premium pay for those working during staff events (2022). Made significant salary market adjustments with a particular focus on hourly staff wages (2022)
- Expanded parental and family leave benefits (ongoing).

## **4. Engaging and acknowledging racism and bias in the College's past and present**

- Initiated annual Diversity, Equity, and Inclusion plans and reports (2016-present) and published quarterly progress reports on fulfilling commitments made in response to a student-initiated strike in fall 2020
- Renamed the College's original library as Old Library (2018) and created signage and space to engage issues of racism and exclusion in the College's history
- Created new opportunities for students to study and conduct research on College histories through a Praxis course (launched 2019), Digital Scholarship-funded projects, and internships. Research shared publicly through physical and [digital exhibits](#)
- Established ongoing History Advisory Committee (2019) to provide guidance on continuing priorities and projects
- Created *Who Built Bryn Mawr?* (2021) to discover and recover College histories that have been forgotten or previously ignored through a program of faculty- and staff-advised paid student internships
- Engaged Monument Lab in a multi-year partnership to design a process and

commission a lasting campus public artwork that responds to the legacy of exclusionary practices at the College (2021 to present).

#### **5. Identifying structural racism and disparities across the College with help from outside experts, and pursuing change in college and departmental policies and practices**

- Engaged trainers from [Race Matters Institute](#) to work with staff in four operations areas (Advising, Alumnae Engagement, Faculty Hiring, Staff Hiring] to implement new tools and approaches to advance racial equity in policies, practices, and structures (2019)
- The [Teaching and Learning Institute](#) augmented the faculty-student Summer Pedagogical Partnerships to include an explicit focus on anti-racist pedagogy (2020), and established faculty-staff-student Pedagogy Circles for Diversity, Equity and Inclusion (2021)
- Initiated regular anti-bias training for all Campus Safety personnel, including but not limited to a safety-oriented (as opposed to policing-oriented) mission focus (2016-present)
- Joined the Liberal Arts Colleges Racial Equity Alliance (2020), and advertised monthly professional development webinars to faculty and staff
- Created [the Campus Partnership for Equity and Anti-Racism](#) to help guide and accelerate progress in implementing critical equity and anti-racism work (2020)
- Conducted campus climate surveys of students, faculty, and staff (2021). Shared results with community and implementing action plan in response (2022). Committed to schedule of future climate surveys.
- Supported education on issues of implicit bias, racial equity, inclusion, and anti-racism for various administrative offices and faculty departments (ongoing).

#### **6. Providing education to faculty, staff, and students on racism and other forms of systemic bias**

- Created the annual Community Day of Learning (CDL; 2015-2019).
- Provided institutional support for Teach-Ins on DEIA topics offered by students, faculty, and staff (2021 to present)
- Brought the Cornell Interactive Theater Ensemble to campus in 2018 and in 2019 to conduct implicit bias training sessions on faculty searches, advising, and bias in the workplace, cumulatively involving more than 150 faculty and staff
- Brought StirFry Seminars program on Diversity and Inclusion to GSSWSR and to TriCo community members (2018), engaging more than 150 faculty, staff, and graduate students
- Invited national leaders on implicit bias in higher education to speak to faculty and the community as a whole, including Beverly Tatum and Freeman Hrabowski III (2019-present)
- Created interactive lectures on the history of racism at Bryn Mawr and integrated them into the THRIVE curriculum, which is required of all first-year students (2017-present). Added the Black at Bryn Mawr tour to THRIVE (2021)
- Developed a [Museum Studies Program](#) whose core courses and exhibitions critically engage with issues of race and cultural property (2015-present).

- Implementing new undergraduate requirement of a course on “Power, Inequity, and Injustice” for AY24 (adopted by faculty spring 2022; course development in process).